



Gloverville Elementary

114 Gloria Rush Circle
Gloverville, SC 29841

Grades	PK-5 Elementary School	
Enrollment	373 Students	
Principal	Chris Guerrieri	803-593-7280
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

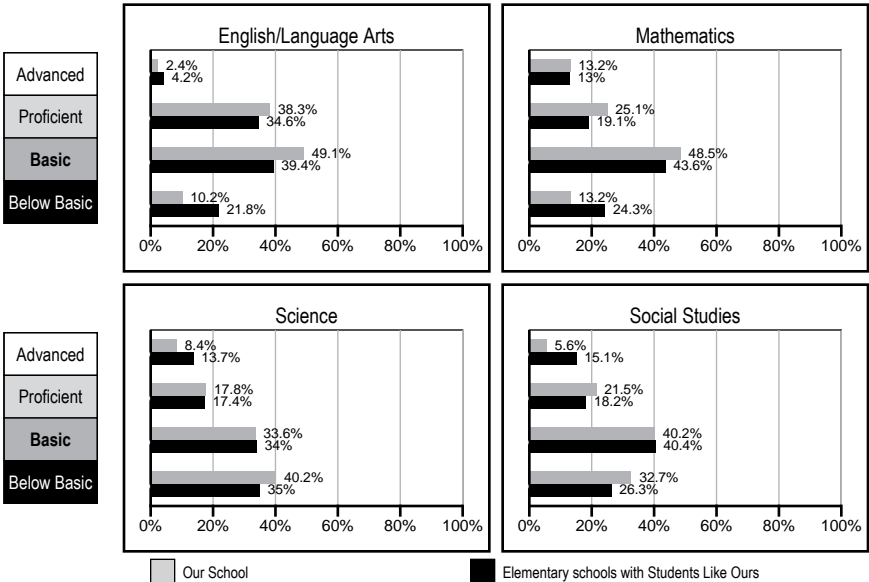
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	36	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=373)				
First graders who attended full-day kindergarten	100.0%	Up from 96.4%	100.0%	100.0%
Retention rate	2.9%	Down from 5.0%	2.9%	2.3%
Attendance rate	96.3%	Up from 95.9%	96.1%	96.3%
Eligible for gifted and talented	11.8%	Up from 10.8%	9.1%	10.4%
With disabilities other than speech	6.4%	Up from 5.5%	8.9%	7.5%
Older than usual for grade	1.0%	Down from 2.1%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	Up from 48.1%	57.1%	56.7%
Continuing contract teachers	83.3%	Up from 70.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 92.2%	86.7%	86.4%
Teacher attendance rate	96.9%	Up from 95.3%	94.7%	94.9%
Average teacher salary	\$45,215	Up 6.9%	\$45,317	\$45,345
Professional development days/teacher	8.4 days	Down from 9.3 days	12.9 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.0 to 1	18.6 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 89.7%	89.3%	89.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,701	Up 7.0%	\$6,918	\$7,052
Percent of expenditures for instruction*	73.6%	Up from 69.4%	68.8%	69.1%
Percent of expenditures for teacher salaries*	68.5%	Up from 65.2%	64.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of Gloverville Elementary School is to prepare all students to become confident, academically proficient, responsible and caring citizens by providing a nurturing environment utilizing the learner, school, home, and community as partners.

Our students continue to be successful independent readers, earning more than thirty thousand accelerated reader points. Spanish is part of our regular school program for all our students.

The staff at Gloverville Elementary School nurtures and supports all our students through a variety of academic programs. An after-school tutorial program assists students that scored below basic in academic achievement. Afterschool care that includes homework assistance is available. Summer school is designed for those students that need additional assistance to keep up with their peers or who just want to continue their academic progress.

This year, many staff members were recognized for their contributions to our students and our school: Mrs. Boatwright, Mrs. Church, Ms. McCord, Mrs. Yaun ,and Mr. Simmons were recognized as Area Three "High Fliers."

Gloverville Elementary School's student achievement has been recognized by the South Carolina Education Oversight Committee for closing the mathematics achievement gap for all students and is a South Carolina Red Carpet School.

We again met the required achievement goals of to be a school of choice for "No Child Left Behind" legislative requirements. Gloverville Elementary School continues to focus on student achievement through the evaluation of programs and the use of data supplied through the district testing program.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	49	40
Percent satisfied with learning environment	88.5%	93.9%	92.5%
Percent satisfied with social and physical environment	96.2%	89.8%	89.7%
Percent satisfied with school-home relations	88.5%	95.9%	87.2%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	183	100	9.9	48	37.4	4.7	59.1	49.8	48.2	Yes	Yes
Gender											
Male	88	100	9.8	56.1	29.3	4.9	52.4	43.8	41.7	N/A	N/A
Female	95	100	10.1	40.4	44.9	4.5	65.2	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	154	100	9	45.5	40.7	4.8	61.4	59.8	60	Yes	Yes
African American	28	100	16	60	20	4	48	33.8	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	13	100	9.1	45.5	9.1	36.4	45.5	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	121	100	12.7	49.1	34.5	3.6	53.6	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	183	100	12.9	47.4	24.6	15.2	56.7	46.9	45.8	Yes	Yes
Gender											
Male	88	100	8.5	47.6	25.6	18.3	57.3	47.9	45.6	N/A	N/A
Female	95	100	16.9	47.2	23.6	12.4	56.2	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	154	100	11	46.9	25.5	16.6	59.3	57.2	59	Yes	Yes
African American	28	100	24	48	20	8	44	29.7	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	13	100	9.1	36.4	18.2	36.4	81.8	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	121	100	14.5	51.8	22.7	10.9	52.7	32.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	117	100	39.1	32.7	17.3	10.9	28.2	34.1	35.7	96.3	95.9
Gender											
Male	56	100	32.7	32.7	23.1	11.5	34.6	36.6	37.4	96.5	95.8
Female	61	100	44.8	32.8	12.1	10.3	22.4	31.3	33.8	96.2	96.1
Racial/Ethnic Group											
White	93	100	33	34.1	20.5	12.5	33	45.2	49.2	96.1	95.9
African American	23	100	61.9	28.6	4.8	4.8	9.5	16.4	17	97.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	97.8	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	99	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	11	100	40	10	20	30	50	12.8	14	95.7	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	99	96.5
Socio-Economic Status											
Subsided meals	73	100	44.8	34.3	13.4	7.5	20.9	20.4	21.1	95.9	95.2

Social Studies

All Students	118	100	32.1	39.4	21.1	7.3	28.4	30.3	34	96.3	95.9
Gender											
Male	54	100	31.4	35.3	21.6	11.8	33.3	33.8	36.6	96.5	95.8
Female	64	100	32.8	43.1	20.7	3.4	24.1	26.5	31.3	96.2	96.1
Racial/Ethnic Group											
White	100	100	29.8	41.5	21.3	7.4	28.7	38.6	44.5	96.1	95.9
African American	17	100	42.9	28.6	21.4	7.1	28.6	17	19.1	97.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	97.8	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	99	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	10.7	14.4	95.7	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	99	96.5
Socio-Economic Status											
Subsided meals	81	100	34.7	40.3	19.4	5.6	25	18.6	21	95.9	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	49	100	2	32.7	51	14.3	65.3
	4	63	100	23.3	48.3	28.3	0	28.3
	5	48	100	13	60.9	26.1	0	26.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	4.4	41.2	48.5	5.9	54.4
	4	51	100	6.4	53.2	36.2	4.3	40.4
	5	62	100	19.6	51.8	25	3.6	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	49	100	8.2	57.1	24.5	10.2	34.7
	4	63	100	11.7	36.7	35	16.7	51.7
	5	48	100	21.7	54.3	8.7	15.2	23.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	16.2	51.5	17.6	14.7	32.4
	4	51	100	10.6	27.7	44.7	17	61.7
	5	62	100	10.7	58.9	16.1	14.3	30.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	27	100	16.7	50	29.2	4.2	33.3
	4	63	100	48.3	28.3	10	13.3	23.3
	5	23	100	36.4	54.5	9.1	0	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	31.4	31.4	28.6	8.6	37.1
	4	51	100	38.3	34	17	10.6	27.7
	5	30	100	50	32.1	3.6	14.3	17.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	25	100	4.5	45.5	40.9	9.1	50
	4	63	100	50	36.7	8.3	5	13.3
	5	25	100	45.8	50	4.2	0	4.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	11.8	58.8	14.7	14.7	29.4
	4	51	100	34	36.2	25.5	4.3	29.8
	5	32	100	53.6	21.4	21.4	3.6	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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